

**EVALUATION OF EMPLOYEES TRAINING PROGRAMMES IN  
IMPROVING WORK EFFICIENCY: THE CASE OF TANZANIA ELECTRIC  
SUPPLY COMPANY**

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REQUIREMENTS FOR THE DEGREE OF MASTER OF HUMAN  
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**CERTIFICATION**

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled: ***“Evaluation of Employees Training Programmes in Improving Work Efficiency: The Case of Tanzania Electric Supply Company”***, in partial fulfilment of the requirements for the Degree of Master of Human Resource Management of the Open University of Tanzania.

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Date

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## DECLARATION

I, **Dominica F. Ngowi**, do hereby declare that, this dissertation is my original work and it has not been submitted or presented for a similar degree program in any other University.

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Signature

.....

Date

## **DEDICATION**

This piece of work is dedicated to my husband Sivonike William Mbwilllo.

## **ACKNOWLEDGEMENT**

It has been a long a way to accomplish my research work and production of this dissertation. I such memorable achievement, abundant thanks should be addressed to almighty God who given me health and protection. Also, I would like to convey my special thanks to Dr. Lilian Macha who has always been there to guide me during my research writing. I appreciate her dedication of time and close guidance that has contributed into this achievement.

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### **ABSTRACT**

This study involved making an evaluation of employees training programme in improving work efficiency focusing on the Tanzania Electric Supply Company Ltd (TANESCO) as the case study. Three objectives were to be achieved namely; to analyze the factors influencing development of training programme for employees, to evaluate the common methods used in training employees and to analyze the effects of training programme for employees in improving work. The samples of 92 employees were determined using non-probability sampling technique. The primary data was gathered by administering closed ended questionnaire and data analysis adopted quantitative method with the aid of descriptive statistics and SPSS program version 20. The finding results indicated that the planned factors specifically desire to move into new technology or enter into new businesses were the most influential factors of employees training in the company followed by unplanned factors specifically preparing employees for replacement of the resigned, died or ill employee and an anticipated factors such as expected retirement of jobholders and foreseeable change of technology. The on-the-job training method was common in training employees of the company specifically using job instructions and orientation. Effects of training on employees' efficiency included equipping employees with knowledge, skills and abilities needed to meet deadlines and exposing employees into new ways or best practices of accomplishing work timely. From the results, it was learned that customer dissatisfaction with the services of the company was the result of training employees in many courses not related with customer service. This is because employees of company attended at least one training course though majority were not able to provide services to their clients timely. Therefore, the researcher recommends that in order the company to improve efficiency of employees specifically in the provision of the timely services to clients, the training programmes must be devised by including customer service courses into training programmes.

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**LIST OF ABBREVIATIONS AND ACRONYMS**

RBT	Resource Based Theory
SPSS	Statistical Package for Social Sciences
TANESCO	Tanzania Electric Supply Company

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Chapter Overview**

This chapter elaborates the background to the problem and statement of the problem. It also, provides the research objectives and questions, significance the study, delimitation of the study and the organization of this dissertation.

#### **1.2 Background to the Study**

In any business, employees are the most important assets and keeping them trained has remained the key factors for their efficiency in the production of goods and delivery of services by the organization (Osabiya, 2015). Conversely, the efficiency of the organization in the production of goods and delivery of services by the organization depends among others on availability of well-trained employees. Training ensures that employees have required qualifications in terms of job knowledge, skills, abilities and understanding (Kolibacova, 2014; Enga, 2017; Afroz, 2018).

The idea of employees training is not something new to the twenty-first century. It has evolved since the earliest stages of human civilisation and has been gradually refined into the sophisticated process that it is today (Patty, 2013). Example, there was apprenticeships (400s-1400s) with its origins rooted in the Code of Hammurabi, the law that governed ancient Egypt (2000 B.C.), apprenticeships were one of the first types of training practices that became widely used, especially during the middle ages.

Next, training came as vestibule training in the 1800s during the Industrial Revolution. During this era, intensive training became a necessity for all employees who were

working in factories, but did not have all the required knowledge and skills to be able to work with the machinery that produced the goods and materials needed by the society. Later, role playing was developed in the 1930s by psychiatrist Dr. Jacob Moreno. Role playing became a new method used for training employees by placing them in the kind of situation they could encounter in the workplace, but in a controlled environment that did not pose any risks to their lives.

Following the role playing, job-instruction training method was developed in 1940s and was more popular during the years of World War II. This training method was specifically designed for supervisors in defence plants to obtain the necessary skills to then be able to train their own workers in various areas. More recently, there has been developed of computer-based training technological advancements with the aid of computer technology. With the computer-based training, employees may learn online courses in their own time or acquire training by watching trainers through video conferences (Patty, 2013).

In the modern business environment, it seems that organizations whether public or private, profit making or non have the tendencies of using different training programmes depending on their circumstances and needs that training have to address (Ngailo, 2019). Regardless the training programme adopted by the organization, it seems that nothing important that equipping employees with job knowledge, skills and understanding for improving their efficiency at work.

Abundant evidences exist pertaining the implementation of different training programmes among organizations. In Bangladesh, Afroz (2018) shows clearly that



there have been implementations of various training programmes among banks and general improvement in the level of (p.121). In India, Akilandeswari (2014) report that most banks have been implementing various training and development programmes for betterment of employees performance. Also, Samad, Yusof and Sarkam (2018) report basing on Sigma Company in India underlined that implementation of training programme was affected by supervisory support, peer support, and self-efficacy of employees being trained.

Back to Africa, the study by Enga (2017) basing in Cameroon highlighted importance of training programme for the unskilled or the less experience employees of the Cameroonian banks. In Uganda, Nassazi (2013) reported that implementation of training programme had a clear effect on the performance of employees by ensuring that employees possess knowledge, skills and experience needed to implement wide range of activities of the company. Also, Ali (2016) research in Kenya elucidate that there has been implementation of training needs analysis among Kenyan public organizations prior to organizing training programmes.

Tanzania in particular, implementation of training programmes among organization is very common. Ngailo (2019) for instance shows that on-the-job training programme such as coaching; job rotation, job instructions and orientation training methods enhanced performance of employees of CRDB Bank Tanzania PLC. Tanzania Electric Supply Company (TANESCO) which is the public company responsible for Generating, Distributing and Supply of Electricity in Tanzania, employees training has been one of the key activities. Basing on Nassazi (2013), there are two programmes

through which TANESCO would train its employees which are; on-the-job and off-the-job training programme.

On-the-job training involves training employees at the same time conducting their regular works in the same working venues and may accomplish through ways like job rotation and transfer, coaching and/or mentoring, video conferencing or online courses (Nassazi, 2013). Off-the-job training involves taking employees away from their usual work environments and may accomplish through ways like conferences, role playing and seminars (Nassazi, 2013). Whatever training programme is adopted by the organization, but the main idea is to improve performance of employees. Work efficiency which is one of indicators/measures of performance should be improved. Therefore the motive of this study to evaluate employees training programme in improving employees work efficiency drawing experiencing at TANESCO.

### **1.3 Statement of the Research Problem**

Training is unarguably common way of improving employees' efficiency in service delivery by the organisations. TANESCO like many other organizations is used to train its employees for improving their efficiency in service delivery. In order to achieve that, the company has been using different training programmes so as to enable employees to acquire knowledge, skills, abilities and understanding of their jobs. For example, when new employees join TANESCO should undergo induction training which enables him/her to learn new work environment. Also, during induction training, the new employee is familiarized with various policies, regulations and rules governing day-to-day service operations by TANESCO. Again, particular employee is

familiarized with the codes of ethics and good conduct as well as work facilities and operational procedures.

A number of earlier researches in this field justified that training employees using whatever programme by the organization has something special to do with improving employees' efficiency at work. Afroz (2018) reported that the more the employees got training, the more their efficiency in service delivery were becoming (p.121). Enga (2017) asserted that employees' contributions in delivering the services that customers wanted from the organization were improved as the result of implementation of certain training programme and tools by the organization.

Enga (2017) stresses further that training programme may have different impact on employees' efficiency depending on the extent which particular programme enabled acquisition of job skills, knowledge, abilities and general understanding by employees under training. Ngailo (2019) shows that on-the-job training programme such as coaching; job rotation, job instructions and orientation training methods enhanced performance of employees at CRDB Bank Tanzania PLc. Kolibacova (2014) highlighted that if the training programme adopted in training employees contributes in the acquisition of more skills, knowledge and abilities required by the job, the particular employees under training are more likely to outperform employees who did not involve in the particular training programme.

However, it has been very common at TANESCO to hear messages of dissatisfaction among the receivers of its services. Issues like poor record keeping, poor customer care, and delays to response inquiries, complaints or letters are most evident. Also,

there answering calls in a non-courteous fashion, late delivery of services, non-adherence to standard procedures, inadequate knowledge on a specific issue and others are among most common complaints echoed by people in response to service they received from a certain organisation (TANESCO, 2016; 2019).

Having encountered this observation contrary with the investment that TANESCO made in the implementation of various training programmes to employees, the researcher was motivated to carry out this study by evaluating employees training programme in improving work efficiency.

## **1.4 Research Objectives**

### **1.4.1 General Research Objective**

General objective of this study was to evaluate the employees training programme in improving work efficiency at TANESCO.

### **1.4.2 Specific Research Objectives**

- (i) To analyze the factors influencing development of training programme for employees at TANESCO.
- (ii) To evaluate the common methods used in training employees at TANESCO.
- (iii) To analyze the effect of training programme for employees in improving work efficiency at TANESCO.

## **1.5 Research Questions**

- (i) What are the factors influencing development of training programme for employees at TANESCO?

- (ii) What are the common methods used in training employees at TANESCO?
- (iii) What is the effect of training programme for employees in improving work efficiency at TANESCO?

### **1.6 Significance of the Study**

Foremost significance, this study as an academic work enabled the researcher to fulfil the master's degree requirements. Next, the study is contributing into the existing stock of knowledge and hence, very useful to the academicians, researchers, professionals and officials in the organization who desire to extend their knowledge regarding implementation of employees training programme in enhancing work efficiency. The key areas where knowledge is contributed include the following:

One is relating with the factors influencing development of training program for employees of organizations. Training is deliberate action undertaken by employers to broaden knowledge, skills and understanding of employees about their jobs. This study therefore is elaborating the factors influencing training employees by the TANESCO.

The second is relating with the common methods used in training employees of organizations. Employees' training programme may adopt different training methods depending on the circumstance and nature training itself. This study therefore, elaborates the common methods that were used in training employees at TANESCO.

The third is related with the effect of the effect of training programme for employees in improving work efficiency. Considering that training provides employees with

knowledge, skills and understanding required to perform job, the study was concerned with providing detailed evidences on the effects any training programme has on the efficiency of employees.

### **1.7 Delimitation of the Study**

This study delineated on the evaluation of training programme in improving efficiency of employees. The study was confined in single public organization, that is, TANESCO and 92 samples of employees were constructed using judgemental and convenience sampling methods.

The series of questions in the questionnaires were prepared using Likert scale with five points and all 92 employees were required to provide their answers on each question. The questions in the questionnaires were divided into two major parts. The first part was about basic information of the respondents such as education level, job titles, work experience and attendance into training courses.

The second part was about three objectives of the study, that is; the factors influencing development of training programme for employees at TANESCO, the common methods used in training employees at TANESCO and the effects of training programme for employees in improving work efficiency at TANESCO. The obtained data was analyzed quantitatively with the aid of descriptive statistics using SPSS program version 20 and data presentation was by the means of frequency tables.

### **1.8 Organization of the Dissertation**

There five chapters in this dissertation. Chapter one provides introduction to the study by elaborating the background to the study and statement of the problem, the research

objectives and research questions as well as the significance, delimitation and limitations of the study. Chapter two reviews relevant literature about training programme in improving employees' work efficiency. It assists to provide definitions of key terms, theory related to the study and empirical researches. This chapter concludes by elaborating the research gap and conceptual framework.

Chapter three elaborates research methodology in terms of research design, area of the study and the population, unit of analysis, sampling procedure and sample size, data collection methods and measurements, and data analysis techniques.

Chapter four presents and makes the discussions of the research finding results basing on each research objective. Chapter five is the closing chapter which provides the summary, conclusion and recommendations.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Chapter Overview**

This chapter aims to provide relevant knowledge and detailed understanding of training programme in improving employees' efficiency by reviewing existing literatures on the subject matter. It involves extraction of useful information, concepts and relationships among variables and finally identifying existing research gap that was to be covered by this study. The information, concepts and variables distilled from revealed literatures are organized into conceptual definitions, theoretical review and empirical review. At the end, the researcher wind-up this chapter by identifying research gap and conceptual framework.

#### **2.2 Conceptual Definitions**

##### **2.2.1 Training**

Training has been defined generally as the organized process that that improves one's performance. For instance, Sujatha, Lakshmi, Agyeman, and Kumar (2014) defined training as the process, which ensures that employees are capable to perform for the success and survival of the organization. Athar and Shah (2015) define training as the process of giving specific abilities required by employees to boost their performance in an efficient manner.

Dikshit and Jain (2017) define training as continuous activity that provides employees with required skills to perform well their jobs. Enga (2017) defines training as the process that enables employee to cope with the requirements to perform well at their



jobs. Kumar and Siddika (2017) define training as the process that enables employee to cope with the requirements to perform well at their jobs. According to Afroz (2018) training is that process aiming to enhance knowledge, skills, attributes and competencies and ultimately worker performance.

Considering the meaning of training proffered by different authors, the current study understood training as the planned process that involves activities of providing job-required knowledge, skills and abilities to improve employees' efficiency in the job. The term efficiency has been used instead of performance because efficiency has been one of the measures of performance that compares inputs into the job against outputs (Gupta, 2005). For the purpose of this study, job inputs are mainly job knowledge, skills or abilities of employees. On the other hand, the outputs in relation to TANESCO, which is the public organization responsible for provision of electric service in Tanzania, these outputs refer to expected deliverable services by employees.

### **2.2.2 Training Programme**

Training programme is defined as organized or systematic activities through which training takes place (Akilandeswari, 2014). Also, it implies the efforts by employer to provide opportunities for their employees to acquire job related skills, knowledge, attitudes and abilities (Akilandeswari, 2014). In the context of the current study, training programme means the designs, methods or approaches made by employer to impart job knowledge, skills and abilities to employees.

According to Enga (2017) training programme encompasses primarily the methods through which employees sharpen their level of existing skills or knowledge and learn

the new skills to increase their existing knowledge. The author identified two broad categories of training methods undertaken in by different training programmes, that is, on-the-job training and off-the-job training methods.

As the categories refer, it seems that the place where employees are trained matter in order to understand the training method undertaken by training programme. When employee under training is confined at work environment it is the on-the-job training method while if he/she is forced to leave work environment and joins training outside it is the off-the-job training method (Enga, 2017).

During the on-the-job training method employees under training are placed on a regular job and taught the skills necessary to perform it and learning the job is under guidance and supervision by the supervisor or selected instructor (Gupta, 2006). Learning goes by observing and handling the job. So training using this method may be referred to as 'learning by doing' (Jain and Chhabra, 2002).

Different ways are used to implement on- the- job training. Gupta (2009) enlisted them as experience/learning by doing, understudy/attachment method, special projects, coaching and counselling as well as taskforces which involve assigning trainee to develop project related to his/her job. Also, there positional rotation and committee assignment whereby experienced person become a chairperson to whom trainee should learn analytical thinking and decision-making skills (Gupta, 2009).

More recently, the computer technologies have inverted the other ways through which employees may be trained while on their jobs such as online courses and video

conferencing (Ngailo, 2019). The essentials of all ways of on-the-job training is that they should facilitate guiding and instructing trainee how performance ought to be by experienced person by making direct observations how the job is being performed by others.

During off-the-job-training employees to be trained attend training outside the workplaces, which may be other organization or learning institutions. This is becoming popular due to limited facilities for on-the-job-training. According to Jain and Chhabra (2002) off-the-job training is suitable when the jobs is somewhat complicated and require much technical information or when on-the-job experience has to be supplemented by further knowledge and experience.

Different ways are used to accomplish the off-the-job training method. The popular ones are conferences and seminars, case study whereby trainee analyses the case or problem and finally presents the findings. The other is brain storming which puts a problem before trainees and encouraging them to give their ideas and suggestions. Also, there is special courses, role playing (where by trainee assume the part or role of specific persons), selected readings and management games (making decision in the simulated situation in a management field) (Gupta, 2009).

### **Coaching**

Coaching sometimes called mentoring is one of the on-the job training methods which involves having the more experienced employees who coach the less experienced employees (Torrington et al. 2005).

### **Job rotation**

Job rotation is the other on-the-job training methods through which employees under training acquire the skills needed by the job through internal movements from one job to another in the same work stations or different stations (Nassazi, 2013). This method facilitates acquisition of knowledge of the different operations among jobs and work stations where the bank operates.

### **Job instructions**

Is the on-the-job training method through a subject to be learned by employees is presented in small steps and then asked to make frequent responses (Gupta, 2009). This method assures that employee can perform the tasks correctly, safely, and consistently (Jain and Chhabra, 2002).

### **Orientation**

Orientation which is sometimes called induction or onboarding involves activities involved in introducing the new employees to the organization and its policies, procedures, rules and regulations (Gupta, 2009). It is a typical on-the-job training that provides new employee with the information they need to function (such as computer password and office rules), ideally, though, it should also help new employees start getting emotionally attached to the organization (Dessler, 2013).

### **Conferences and seminars**

Conferences and seminars are very common off-the-job training methods, which involve presentations by more than one person to a wide number of audiences/trainees (Nassazi, 2013). It is more cost effective as a group of employees are trained on a

particular topic all at the same time in large audiences (Nassazi, 2013). However, process of learning is slow and only a few trainees can participate actively in the conferences and seminars (Gupta, 2009). Also, it is not easy to ensure that all trainees understand the topic as a whole (Nassazi, 2013).

### **2.2.3 Efficiency**

Efficiency is one among the measures of performance, which focuses on doing things in a right way (Gupta, 2005). To determine efficiency, a ratio between outputs and inputs is very common (Gupta, 2005). In social sciences, efficiency is being measured by making comparison of possible outputs and inputs used in relation to the standard ratio decided in advance (Gupta, 2005). Previous studies in social sciences such as Thobias (2019) used this approach to measure loan recovery efficiency among banks in Tanzania. In the current study, improving employees' work efficiency was measured by comparing the inputs against outputs. The knowledge, skills and abilities of employees injected into the job were the inputs into employees' jobs and were assumed to improve as employees attend training courses. Meeting deadlines, work accomplishment on time and delivering services to clients in timely manner were assumed to be the outputs.

### **2.2.4 Theoretical Review**

The review of literatures proclaiming the theories on the problem under the study has been very common among researcher because the theories provide organized ideas about the phenomenon (Smit et al., 2011). The theories may provide cause and effects of the subject matter as well as making prediction of the situation under the study (Smit et al., 2011). In the same vein, understanding of training programmes and

improving employees' efficiency requires the guiding theory or theories which provide ideas on what is it, what for and even making prediction of situation, that is, what efficiency of employees ought to be with or without undertaking training programme.

In view of the above, the researcher selected the Resource Based Theory (RBT), which recognizes employees as one of the organization's resources required for its superior performance. The RBT was founded by Barney in 1991 focusing on the notion that effective and efficient utilization of resources that an organization has can contribute to the attainment of a competitive advantage of that organization (Barney, 1991). The RBT assumes that organizations compete in dynamic, changing and competitive business environment (Crook, Ketchen, Combs and Todd, 2008) and hence, the success of the organization depends on the availability of a pool of resources, which cannot be imitated or substituted by the competitors (Kisame, 2016).

Employees are the most valuable resources of the organization (Armstrong, 2009). If they are properly managed, employees are capable of providing organization's distinctive competencies and competitive advantage to the organization (Kisame, 2016). Training is one of the core functions in managing employees of the organization, which focuses on the provision of job-required knowledge, skills and abilities to improve employees' efficiency in the job.

In the leans of the RBT, implementation of training programmes is necessary as the organization tries to improve employees' work efficiency. In order to ensure that employees' work efficiency is improved, the factors making training employees necessary must be defined and the methods through which particular training is to be provided need to be well defined and implemented (Afroz, 2018).

Selection of this RBT was influenced by its popular use among researches in the similar and related research areas. For instance, Kisame (2016) used RBT to investigate improvement of organization's operational performance as the result of adoption of computerized attendance registers.

Cleo (2018) used RTB during the investigation of improvement of attendance and performance of employees as the result of adoption of Biometric Attendance Registers. Masawe (2019) used the RBT to demonstrate benefits to the organization arising from implementation of performance contracting with employees.

Although RBT overemphasizes on measurability of performances which has remained a big challenge in the service sector due to intangibility of services, but assumption that social sciences can be measured (Henn et al., 2015) was adopted in order to measure efficiency of employees in the provision of services. The researcher relied on the existence of defined job performance expected of employees in terms of meeting deadline, accomplishment on time and delivery of service in timely manner. These targets are stipulated under the performance contracts between employees and immediate supervisors in accordance with the guidelines of the Government of United Republic of Tanzania issued in 2013.

Provided that employees use their job knowledge, skills and abilities acquired from training programmes implemented by the organization, improvement in work efficiency was possible to understand by gaining opinions of employees on the extent which they met the agreed performance targets (deadlines, accomplishment on time and service delivery in timely manner).

## **2.3 Empirical Review**

### **2.3.1 Factors Influencing Training of Employees**

Certain factors are necessary for the training take place and they are essential in evaluating the effectiveness (achievement) of the training programme (Athar and Shah, 2015). The survey by Afroz (2018) on the effects of training on employees' performance in the banking sector which distributed questionnaires to 150 employees, these factors were categorized into three groups: One was the planned factors such as desire to move into new technology, new businesses. The second was unplanned factors such as a preparing employees for replacing resigned, died or ill employee.

The third was the anticipated factors such as expected retirement of jobholders and foreseeable change of technology (Afroz, 2018). A self-administrated questionnaire was used as a primary tool of data collection and the required samples were obtained using stratified sampling technique. The primary data, which was collected, was analysed using descriptive statistics (frequency tables, correlation and regression analysis). The results showed that implementation of training programmes enhances employee performance and the more the employee got training, the more efficient the level of performance became (p.121).

Much less have been reported about the above factors among studies, which explored the factors influencing effectiveness of employees training. For instance, Yaqoor, Noor and Mohd (2017) study on the factors influencing training effectiveness with evidence from public sector which used questionnaires with 122 items as the tool of collecting primary data and found that contextual factors namely; training environment and trainee motivation to positively influence effectiveness of training.



The factors influencing training to take place were not mentioned despite their perceived importance in evaluating the effectiveness of the training.

Samad, Yusof and Sarkam (2018) researched the factors influencing training effectiveness among employees drawing experience from Sigma Company in India. In order to realize the above rationale, a total samples of 285 employees of was constructed using proportionate stratified random sampling and the required data was obtained by administering questionnaires to all employees in the sample. The correlation and regression analysis was used to test relationships between variables. The results revealed that supervisory support, peer support, and self-efficacy had significant relationship with the training effectiveness among employees. Among these factors, supervisory support was the most influential factor, which affected employees' training effectiveness.

Ali (2016) examined the perceived factors influencing the effectiveness of training at the Public Service Commission in Kenya. The Census method was used and 220 employees of Public Service Commission were covered. Both, primary and secondary were used to achieve the study objectives. The former was gathered using closed questionnaires and the later involved purposeful review of relevant journals, research reports, the internet, published textbooks and government publications. It was reported that training needs analysis was conducted prior to organizing training programmes. The conduct of training needs analysis is the fore most important stage of training process that provides why training should take place (Gupta, 2009).

Basing on the research by Afroz (2018), these reasons for providing training to employees denoted the factors influencing employees training. In this account, Afroz

(2018) acknowledged three factors, namely; planned factors such as desire to move into new technology, new businesses, unplanned factors such as preparing employees for replacing resigned, died or ill employee and unplanned factors such as preparing employees for replacing resigned, died or ill employees.

### **2.3.2 Common Methods used in Training Employees**

The methods of employees' training have been studied among different organization in different parts of the World. Ngailo (2019) conducted research on the training techniques for enhancing performance of local banks in Tanzania. A total of 100 samples comprising 70 (70%) bank employees, 25 (25%) bank customers and 5 (5%) top management employees were constructed. The field data was obtained by administering closed ended questionnaires and by conducting in-depth interviews.

The results showed that on-the-job training technique particularly coaching; job rotation, job instructions and orientation training methods enhanced performance of employees in the studied organization. If the on-the-job training of employees was required, conferences and seminars the most preferred ways of implementing this training method (Ngailo, 2019).

Gupta (2009) surveyed training methods for improving performance of employees among private organizations in India. The survey questionnaires were used as data collection instruments, which were administered to 880 employers in the private organizations. The results were that the on-the-job training methods specifically job rotation, job instruction and induction were more frequent than the off -the -job methods. It seems that on-the-job training method was capable of providing employees

with job knowledge, skills and abilities for improving their performance and the performance of the bank as the whole.

Enga (2017) conducted research on impact of training and development on organizational performance using case study approach. A total of 30 employees of the organization under study were taken as the samples and the required data was gathered by administering questionnaires and conducting interviews. The researcher observed that that different training methods and tools were used by the organization. However, not all of them were capable to impart required knowledge and skills to trainees. The on-the-job-training method specifically job instruction and induction were more suitable for training unskilled or the less experience employees. The contribution of unskilled and less experienced employees became higher if they were trained using appropriate method that exposed the basic knowledge, skills, understanding and experience about job (Enga, 2017).

### **2.3.3 The Effects of Employees Training in Employees' Work Efficiency**

Ngailo (2019) research which is already pointed in section 2.2.2 of this dissertation reported that training enabled bank employees to acquire knowledge, skills and abilities required in enhancing provision of quality services by the bank in timely manner. This indicated that efficiency of employees was improved given the use of knowledge, skills and abilities as inputs to provide quality services (outputs) in timely manner.

Kumar and Siddika (2017) conducted research on the benefits of training and development programme on employees' performance with special reference to service

sector. Researchers focused to identify the relative importance of training and development program and their impact on the overall organizational success. A total of 50 employees of the studied organization were involved and the data were gathered with the aid of structured questionnaires. The study found the effect of training such as increasing the skill, ability and intellectuality needed to enhance performance of the organization.

Nassazi (2013) studied the effect of training on employees' performance drawing evidence from service sector. In order to achieve the stated rationale, four objectives were developed that is, identifying the training programs' existing in the industry, the objective of the training offered, the methods employed and finally the effects of training and development on employee performance. The questionnaire comprising of 18 questions were distributed to 120 respondents in the endeavours to solicit data on the study problem. It was reported that training had a clear effect on the performance of employees. The effects of training included ensuring that employees possessing knowledge, skills and experience needed to implement wide range of activities of the company (Nassazi, 2013).

Enga (2017) investigated the impact of training and development on organizational performance. The case study approach was used by selecting one organization. The required information was obtained by involving 30 respondents who were given questionnaires, other interviewed interviews and personal observation. The results revealed that training is a necessary particularly for the unskilled or the less experience employees because employees' work contribution was to improve if the organization arranged and implemented the training.

Afroz (2018) investigated the effects of training on employees' performance in the service sector. The survey design was adopted and required data was obtained from 150 employees using self-administrated questionnaires. The results showed that training enhances employee engagement, employee motivation and job satisfaction. Afroz reported existence of strong relationship between employee training and employees' performance. It was concluded that the more the employee gets training, the more efficient their level of performance would be (Afroz 2018.121).

Akilandeswari (2014) investigated the effectiveness of training in Indian banks. The survey study was adopted and required data was gathered from 200 banks employees using both e-mailed questionnaires and interviews. Researcher found that most banks adopted training and development programmes at the time of induction, promotion and other situations. Also, it found that 78% of the employees agreed that attending training programme helped them to pick up new technical skills and soft skills. Also, 72% employees felt that attending training programme led them to perform better at work. The conclusion of the study was that training remained a vehicle for improving performance of individual employees and the banks as the whole.

## **2.4 Research Gap**

### **2.4.1 Factors Influencing Training of Employees**

The factors that influence employees training among organization seems not yet given attention by researchers. Extensive researches exist on the factors influencing training effectiveness among employees (Yaqoor et al., 2017; Samad et al., 2018; Ali, 2016). Very few only such as Afroz (2018) managed to categorize the factors influencing

employees training. However, it was conducted in banking sector and hence, may or may not be appropriate to TANESCO.

Observing the above research gap, the current study analyzed the factors influencing employees training at TANESCO essentially focusing on Afroz (2018) three factors namely; the planned factors such as desire to adopt new technology and new businesses, the unplanned factors such as preparing employees for replacing resigned, died or ill employee and the anticipated factors such as expected retirement of jobholders and foreseeable change of technology.

#### **2.4.2 Common Methods used in Training Employees**

The empirical review identified existence of two broad categories of employees training methods, which are on-the-job and off-the-job training methods. Each training method involves different ways of training employees and hence, the organization has many options regarding the method and the ways to train employees. For instance, Tanzanian banks would prefer using on-the-job training method and. coaching, job rotation, job instructions and orientation training seem to be very common ways of training employees (Ngailo, 2019). If the on-the-job training of employees was required, conferences and seminars the most preferred ways of implementing this training method (Ngailo, 2019).

According to Gupta (2009) Indian service organization preferred using the on-the-job training methods specifically job rotation, job instruction and induction were very common. Enga (2017) argued that training methods have different abilities of imparting required knowledge and skills to trainees. For example, the on-the-job-

training method specifically job instruction and induction were appropriate for training unskilled or the less experience employees (Enga, 2017).

However, little has been contributed in understanding the common methods of employees training among Tanzanian organizations specifically among Banks (Ngailo, 2019). The same not yet understood among public organizations and hence, the researcher wanted to cover this gap by evaluating common methods of employees training at TANESCO.

The common methods reported by Ngailo (2019) were selected by this evaluation. In the on-the-job training method in which six ways of imparting training (coaching, job rotation, job instructions, induction, online learning aided by computers and learning through interaction with fellow/colleagues) were evaluated. In the off-the-job training method, two ways of imparting training to employees (conferences and seminars) were evaluated.

### **2.4.3 Effects of Employees Training in Employees' Work Efficiency**

Training is well researched and reported by a number of researchers in different parts of the world as the means through which employees sharpen knowledge, skills and abilities required to improve job performance (Nassazi, 2013; Akilandeswari, 2014; Enga, 2017; Siddika, 2017; Afroz, 2018; Ngailo, 2019). However, each researcher concentrate on own measure or indicator of performance. For instance, Ngailo (2019) took abilities of employee to provide quality of banking service as the measure or indicator of improving performance following training employees.

However, the researcher found no evidence that earlier improvement of performance due to training employees were studied basing on efficiency which relates employee's knowledge, skills and abilities which employees injected into the job and the outputs such as meeting deadlines/accomplishments or timely delivery of service. It is from this context, the researcher decided to analyze the effect of training programme for employees in improving work efficiency at TANESCO.

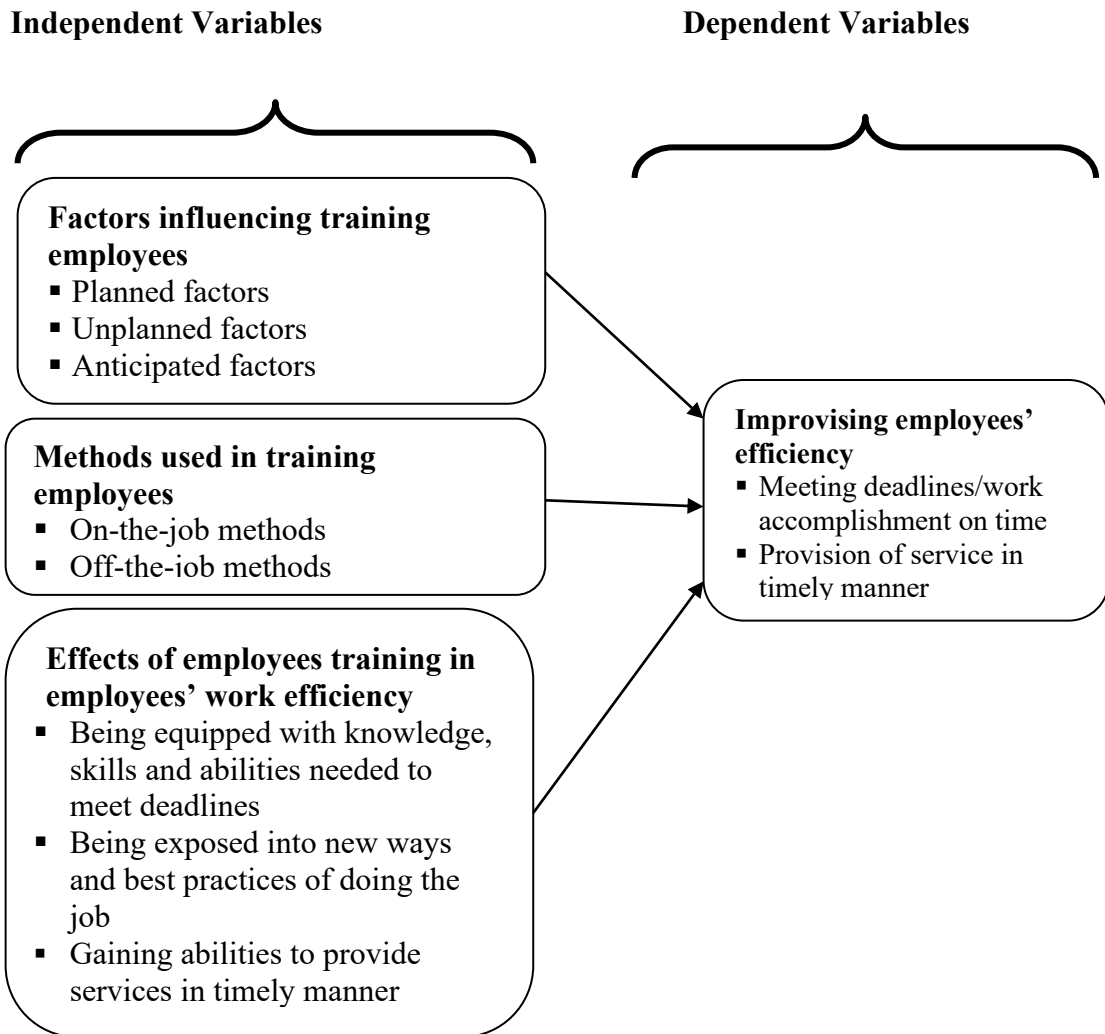
Three items were constructed to solicit opinions, knowledge and experience of the employees in this account, that is; whether or not attending training course equipped employees with new knowledge, skills and abilities needed to meet deadlines, whether or not attending training course exposed employees on the new ways or best practices needed to accomplish their work on time and whether or not attending training course enabled employees to provide services to the client in timely manner.

## **2.5 Conceptual Framework**

The conceptual framework is a research tool that assists the researcher in developing a tentative understanding of the problem under the study (Salum, 2017). In order to meet three objectives of this study, the researcher utilized conceptual framework is shown in the Figure 2.1.

In this conceptual framework, the researcher assumed that improving employees' efficiency was being dependent on each variable that was under evaluation in the research objectives, that is; factors influencing training employees, training methods to employees and effects of training employees.





**Figure 2.1: Conceptual Framework**

Source: Researcher's construct, 2019

### 2.5.1 Factors Influencing Training of Employees

The researcher assumed that training of employees was purposeful and was conducted due to certain factors that were categorized by Afroz (2018) as the planned factors such as desire to adopt new technology and new businesses unplanned factors such as a preparing employees for replacing resigned, died or ill employee and anticipated factors such as expected retirement of jobholders and foreseeable change of technology. Therefore, the factors behind training of employees of the company under the study would account efficiency improvement expected of trained employees.

### **2.5.2 Methods used in Training Employees**

The researcher assumed that the company adopted different methods of training employees, though, not all of them would have the same results of training, that is; increasing skills, knowledge and abilities of employees (Gupta, 2009; Kolibacova, 2014; Enga, 2017, Ngailo, 2019). Therefore, efficiency improvement among employees would be dependent on the training methods which the company under study was using.

### **2.5.3 Effects of Training Employees in Employees' Work Efficiency**

The searcher assumed that training as the deliberate actions undertaken by the company of increasing or improving knowledge, skills, abilities and general understanding of the jobs among employees should demonstrate the effects among employees who were trained. These effects should be manifested by gaining new job knowledge, skills and abilities; exposure into new ways or best practices of doing the jobs and abilities of delivering services in timely manner (Nassazi, 2013; Ngailo, 2019).

Thus, one would claim that efficiency of employees was improved if employees trained were capable of demonstrating new knowledge, skills and abilities; new ways and best practices of doing the job as well as abilities of delivering service in timely manner.

### **2.5.4 Improving Employees' Efficiency**

Efficiency is one among the measures of performance and it looks the ways which things or activities are done (Gupta, 2005). In social science, efficiency may be

measured by comparing outputs and inputs in relation to a standard ratio decided in advance (Gupta, 2005). In this study, which involved making evaluation of training programme in improving employees' efficiency, the researcher assumed that training was the means of improving inputs into the job (knowledge, skills, abilities and general understanding of the jobs, ways and best practices of doing the jobs).

Given that employees injected all inputs into their jobs, improvement of efficiency among employees was easy to understand by looking on the outputs such as meeting deadlines of different assignments given by supervisor, work accomplishment on time and delivery of services to clients in timely manner.

## **2.6 Chapter Summary**

This chapter started by providing an overview about literature review. Next, it provided conceptual definitions of training, training programme and efficiency. It also contains the theoretical review in which RBT is elaborated. Again, there is empirical review, which is organized into each study objective. The research themes, methodologies and major finding results in each objective are identified. Finally, the research gap in each research objective was identified and the conceptual framework through which the researcher thought to accomplish the study is developed.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Chapter Overview**

This chapter dwells into methodologies of the study by elaborating the research philosophy, research strategy, area of the study, target population, sampling techniques and sample size, and types and sources of data. Also, it explains on the data collection methods, data analysis, validity and reliability and ethical issues involved in the study.

#### **3.2 Research Philosophy**

The research philosophy refers to the belief about the way in which data about a phenomenon should be gathered, analyzed and used (Ndunguru, 2007). Researchers used to identify two major research philosophies that is; positivist (sometimes called scientific) and interpretivist (also known as antipositivist) (Ndunguru, 2007; Henn, Weinstein and Foard, 2015). However, the current study relies on the positivist philosophy which believes that reality is stable and can be observed and described from an objective point of view (Ndunguru, 2007). It means that one may know the realities without interfering with the phenomena being studied.

This philosophy extend that phenomena should be isolated and that observations should be repeatable (Henn *et al.*, 2015) by manipulating reality with variations in only a single independent variable so as to identify regularities in, and to form relationships between, some of the constituent elements of the social world (Ndunguru, 2007). The researcher aimed to gain insight on the training programme improving employees work efficiency. By no means would the study interfere training

programmes implemented by the company in order to improve efficiency of employees. Also, only one dependent variable that is; improving employees work efficiency was manipulated against training programmes undertaken by the company in the course of training employee

### **3.3 Research Strategy**

Research strategy adopted by this study was the case study strategy in order to facilitate gathering of the considerable large volume of data within the selected case to develop clearest possible picture of the phenomenon (Yin, 2003). Research strategy is recommended in most social sciences because it enables intensive investigation of the problem to insights on how and why the phenomenon occurs (Yin, 2003). Also, research strategy is suitable when the researcher wants to acquire deeper understanding of the phenomenon by gaining its current situation (Cooper and Schindler, 2011).

### **3.4 Study Population**

The population means specific things, persons or population which researcher has to manipulate in order to gather information on the problem under the study (Kombo and Tromp 2006). The researcher assumes that the company has total population of 120 individuals comprising management and employees. This population was also the sampling frame from which the required samples were selected. The samples comprised both management and non-management employees. Including management and non-management employees in the samples enabled to gather opinions, experience and knowledge from multiple points of views.

### 3.5 Sample Size

The sample size refers to the specific number of individuals determined for representation of the total population in the study (Ndunguru, 2007). Different methods are used to determine sample size when the total population (N) is known. However, this study will utilize Taro Yomane method of sample determination, which is commonly used when the study uses finite population whose total members are below 1000 (Kombo and Tromp, 2006). The sample determination using this method is guided by the following formula:

$$n = \frac{N}{1 + N(e^2)}$$

Where:

n= required sample size;

N = A total target population

e = allowable error (%) = 5% = 0.05

Substituting the values;

$$n = 120/[1+120(0.05)^2] = 120 \div 1.3 = 92 \text{ samples.}$$

The sample size of the study will be 92 employees comprising both management and non-management employees.

### 3.6 Sampling Strategy

Sampling strategy refer to strategy which the entire population is treated to select a portion of its members for representation in a study (Ndunguru, 2007). It represents the methods through which the study population is treated to obtain a portion of its

members for representation in the study. The sampling technique used non-probability sampling technique and the required samples of organization's employees were obtained using researcher's judgments and convenience of employees.

Using judgemental approach was very useful because the researcher wanted to construct the samples of employees basing on their information richness, and willingness to participate. Also, convenience of employees was considered in order to ensure that only employees who were at work during the visit by researcher are provided with questionnaires. This is recommended because it save time and increased response rate (Kombo and Tromp, 2006).

### **3.7 Scope of the Study**

The scope of the study will be TANESCO at Shinyanga Region and at head office (Training Department) was selected by this study because it is one of the public companies in Tanzania which training programmes have been implemented for improving employees' efficiency in the provision of public services (utilities such as electrical installation, transmission of electricity and selling electricity).

Considering the needs of the company to improve employees' efficiency in service delivery, training employees has been one of the key functions of management of the company. Thus, the company was the suitable place for gathering information needed to achieve three study objectives namely; to analyze factors influencing employees training, to evaluate the common methods of employees training and to analyze the effects of employees training in employees efficiency.

### **3.8 Data Collection Methods**

This study will use the structured questionnaires as data collection method. The questionnaires are written questions, which are given to respondents for answering on their own time (Kombo and Romp, 2006). The closed ended questions written in English Language were used to collect quantitative data.

These questionnaires were administered to all 92 employees of the company. Questionnaires were suitable data collection method because employees were able to answer the question on their free time without interference with demanding official activities. Also questionnaires given time for concentrating in the questions among employees thereby increasing accuracy of answers.

The questions in the questionnaires were divided into four sections. The first section solicited employees' basic information. The rest sections comprised items designed to solicit data on each study objective, that is; the factors influencing employees training, the common methods of employees training and the effects of employees training in employees' efficiency.

The Likert scale with five points aided construction of all items in the second, third and fourth sections of the questionnaire. Except the items/question on the basic information of the respondents whose answers were merely ticking appropriate boxes, the respondents were required to indicate the extent which they agreed or disagreed with the statements/items in five scale, 5 being the highest point and 1 being the lowest point.



### 3.9 Data Analysis

Data analysis refers to the logical and structured way of establishing relationships of the diverse opinions into a meaningful way and logical sense with the aid of coding and computations (Henn et al., 2015). The first step of data analysis undertaken by the researcher was data cleansing by removing all variables/items, which were not given credit by the respondents.

Next stage was coding all data by assigning numbers as the tag. The numbers were assigned to personal data and responses on all items in the study objectives. The coded data were entered into the statistical package for social science (SPSS) as the statistical tool for data analysis. The descriptive statistics was used for the purpose of data analysing and the analyzed data was presented by the means of frequency tables for the first and third objective and using mean values for objective two. The model showing operationalization of each research objectives is shown by Table 3.1.

**Table 3.1:** Operationalziation of Research Objectives

Object Numbers	Major variables	Items evaluated	Data collection method	Data analysis and presentation
1	Factors influencing training of employees	1. Planned factors 2. Unplanned factors 3. Anticipated factors	Administering questionnaires	Descriptive statistics by the use of frequency tables
2	Common methods used in employees training	1. On-the-job training method 2. Off-the-job training method	Administering questionnaires	Descriptive statistics by the use of mean values
3	Effects of employees training in employees' work efficiency	1. Being equipped with knowledge, skills and abilities to meet deadlines 2. Being exposed into new ways and best practices of doing the job 3. Gaining abilities to provide services in timely manner	Administering questionnaires	Descriptive statistics by the use of frequency tables

Source: Researcher's construct, 2019

### 3.10 Validity and Reliability

According to Henn *et al.*, (2015), validity refers to generation of ‘real’, ‘rich’, and ‘deep’ data. On the other hand, reliability defined as the generalization of ‘hard’ data that is replicable by other researchers. According to them, validity increases with the combination of different approaches and methods in the same research project such as multiple methods of data collection, which reduces the impact of personal bias. Also, Henn *et al.* (2015) informed that enabling others to check that data collection tools are appropriate or consistently applied in a professional manner, faithfully and with prime consideration of the voices of respondents increase reliability.

Heale and Twycross (2015) defined validity as the extent to which a concept is accurately measured in a quantitative study and reliability as the consistency of a measure. Authors identified two categories of validity relevant to the current study; that is; content validity that measures the extent to which a research instrument accurately measures all aspects of a construct and the construct validity which measures the extent to which a research instrument (or tool) measures the intended construct.

In order to ensure the content and the construct validity of the questionnaires, the researcher involved peers to review and provide their inputs how they considered the questionnaires were accurately measuring all important aspects of the problem under the study. Their opinions facilitated making amendments of the concepts, variables and questions thereby increasing validity of the questionnaires.

In order to ensure reliability of the questionnaires, the Cronbach’s Alpha-Coefficient ( $\alpha$ ) which is the very common method of testing reliability was used. Using this test

required preliminary field data collected using the same questionnaires. This was conducted by using ten (10) employees of the company in Shinyanga. These employees did not form a part of respondents during field data collection. The opinions, experience and knowledge of these respondents on each item was coded and entered into statistical package for social science (SPSS) for reliability test.

The Cronbach's  $\alpha$  result was 0.75 (75%) which mean that the researcher was supposed to accept the questionnaires. According to Heale and Twycross (2015), the Cronbach's  $\alpha$  result is a number between 0 and 1. In order to accept the questionnaires, the reliability score should be at least 7.0 (70 per cent) or higher (Heale and Twycross, 2015).

### **3.11 Ethical Consideration**

Krishnaswami and Ranganatham (2009) observed three ethical considerations to researcher. The first are related with sponsorship such as adherence to agreed time and resources by the University. The second are related with access to information such as seeking permission to access official documents. The last are related with ensuring consent during interaction with the population by getting their willingness to provide information needed.

In order to comply with the ethical issues highlighted above, the researcher conducted the research within agreed guideline by the University and the Supervisor. Also, the researcher obtained permission for data collection and introduction letter from the University. The researcher wrote request for permission for data collection in the Company and field data collection followed after grant of such permission. The

respondents were adequately informed the intention of the research and their role as the respondents. Whoever not willing to participate was automatically removed in the endeavour to comply with research ethics governing interactions with the study population.

### **3.12 Chapter Summary**

This chapter wanted to elaborate the methodologies adopted by the researcher to accomplish the study. It started by elaborating the research philosophy adopted by the researcher. Next, it elaborates the research strategy, study population, sample size and sampling strategy. Furthermore, it explains the scope of the study, data collection methods and data analysis. Finally, the chapter concludes by elaborating the validity and reliability research tools and ethical issued which were taken into consideration.

## **CHAPTER FOUR**

### **PRESENTATION OF THE RESEARCH FINDINGS AND DISCUSSIONS**

#### **4.1 Introduction**

In this chapter, the researcher is making presentation of the research findings and discussing the results on the training programme for improving employees' efficiency at Tanzania Electric Supply Company (TANESCO). The presentation and discussions consider the data on the basic information of the respondents and the data on each study objective. The chapter therefore is organized into four subheadings. The first is about basic information of the respondents. Second is about the factors influencing employees training at TANESCO. The third is about the common methods of employees training at TANESCO. The last is about the effects of employees training in employees' efficiency at TANESCO

#### **4.2 Basic Information of the Respondents**

The study solicited the basic information of the respondents with the aid of questionnaires. Each respondent was required to indicate information with respect of education level, work experience and number of training courses attended since employment with the company.

Understanding of the distribution of the respondents the above factors was very important because the researcher considered all of them to have influence on the major finding results. A summary of basic information of the respondents is as shown by Table 4.1 found in the next page of this dissertation.

According to the results, all employees who participated in the study had Tertiary and University education. Those with tertiary education (Technician Certificates and Ordinary Diplomas) education being 49.1% while those with University education (Bachelor degrees, Master's degrees and PhD) being 50.9%. The general implication of having the samples of employees who possessed such levels of education is that each member of the samples were English literature and they could read and write well. This enabled contributed into gathering the accurate and reliable answers on the series of questions in the questionnaires.

**Table 4.1: Basic Information of the Respondents**

1	<b>Education level</b>	<b>Frequencies</b>	<b>Per cent</b>
	Technician certificate	21	22.8
	Ordinary diploma	25	27.2
	University degree	39	43.3
	Master degree	5	5.4
	PhD	2	2.2
	<b>Total</b>	<b>92</b>	<b>100.0</b>
2	<b>Work experience</b>	<b>Frequencies</b>	<b>Per cent</b>
	Less than 6 months	3	3.3
	6 months to 1 year	7	7.6
	1 to 3 years	5	5.4
	3 to 6 years	19	20.7
	6 to 10 years	22	23.9
	Above 10 years	36	39.1
	<b>Total</b>	<b>92</b>	<b>100.0</b>
3	<b>Number of training courses attended during employment with the Company</b>	<b>Frequencies</b>	<b>Percent</b>
	1 to 5 courses	25	27.2
	6 to 10 courses	45	48.9
	11 courses and above	22	23.9
	<b>Total</b>	<b>92</b>	<b>100.0</b>

Source: Field data, 2019

Work experience of the samples of employees revealed that more than half (63.0% worked with the company more than 6 years while the rest 37.0% worked with the company less than 6 years. As generally understood that work experience plays crucial

role in broadening ones understanding and mastering of job and work environment in general, having employees with such years of experience was the added advantage in terms of reliability of the information they gave about training programme implemented by the company in improving their efficiency at work.

Furthermore, evaluation of results on the number of training courses attended by each of the sampled employees during employment with the Company indicated that all of them underwent at least one training course during employment with the Company. Majorities of them (48.9%) attended more 6 to 10 training courses followed by those who attended 1 to 5 courses who made 27.2% of the samples.. The rest 23.9% attended 11 training courses and above.

Further analysis revealed that the more years (work experience) employees had with the company the more the training courses would attend. This is because all employees (100.0%) attended more than 6 training courses worked with the company not less than 6 years and above.

What was important with the number of training courses attended by the samples of employees was just to see whether or not the data were solicited from employees who were involved and who had experience with the subject matters investigated. In this account, it means the information they gave to evaluate the training programme in improving employees' efficiency would make sense.

Sending employees to participate training courses by the Company supported the Resource Based Theory (RBT) perceiving employees as the most important resources of the company capable of enhancing superior performance of the company if well

managed. Arranging and implementing training courses to employees was one of the good practices in employees' management by TANESCO. The job related knowledge, skills and abilities acquired by employees from the courses attended were expected to improve profoundly the efficiency at work. Meeting deadlines in one's job or in delivering the expected services were the important area of employee's efficiency, which were given interest by the researcher.

### **4.3 Factors Influencing Training of Employees by TANESCO**

In order to solicit data on this objective, the factors thought to influencing employees training were categorized and items were constructed in the questionnaires requiring all 92 samples of employees to indicate the extent which they agreed or disagreed with each item. The Likert scale with five points was used and 5 denoted strongly agree and the lowest which was 1 denoted strongly disagree.

The finding results indicated that all three factors, which were studied, influenced employees training in the company. However, the planned factors such as desire to move into new technology or enter into new businesses seemed the most influential factors with response rate 84.7% followed by unplanned factors such as a preparing employees for replacement of the resigned, died or ill employee which has response rate 59.8% and the least were the anticipated factors such as expected retirement of jobholders and foreseeable change of technology which had response rate 47.8%.

A summary of the results were as shown in Table 4.2 found in the next page of this dissertation. The results supported that training employees by the organization was purposeful and the results of management consideration of certain factors. This



supported different concepts about training as contributed by different scholars such as Gupta (2009) who perceive training as the organized process for increasing knowledge and skills of people for doing a particular job. The next is Nassazi (2013) viewing training as the planned activity of enhancing level of skill, knowledge and competency that are necessary to perform work effectively.

The other is Athar and Shah (2015) viewing training as a planned activity of Giving specific abilities required by employees to boost their performance in an efficient manner. It also supported Afroz (2018) concepts of training stating that training is that process aiming to enhance knowledge, skills, attributes and competencies and ultimately worker performance.

**Table 4.2: Factors Influencing Training of Employees by TANESCO**

<b>1. Planned factors such as desire to move into new technology or enter into new businesses</b>	<b>Frequency</b>	<b>Percent</b>
Strongly agree	27	29.3
Agree	51	55.4
Not sure	3	3.3
Disagree	8	8.7
Strong disagree	3	3.3
<b>Total</b>	<b>92</b>	<b>100.0</b>
<b>2. Unplanned factors such as a preparing employees for replacement of the resigned, died or ill employee</b>	<b>Frequency</b>	<b>Percent</b>
Strong agree	16	17.4
Agree	39	42.4
Not sure	23	25.0
Disagree	11	11.9
Strong disagree	3	3.3
<b>Total</b>	<b>92</b>	<b>100.0</b>
<b>3. Anticipated factors such as expected retirement of jobholders and foreseeable change of technology</b>	<b>Frequency</b>	<b>Percent</b>
Strong agree	10	10.9
Agree	34	36.9
Not sure	15	16.3
Disagree	25	27.2
Strong disagree	8	8.7
<b>Total</b>	<b>92</b>	<b>100.0</b>

Source: Field data, 2019

The finding results were consistent with the research by Afroz (2018) based in banking industry. It was reported that training in the banking sector was influenced by planned factors, unplanned factors and anticipated factors.

These results are contribute in covering research gap created by most scholars who have been concentrating on the factors influencing training effectiveness among employees (Yaqoor et al., 2017; Samad et al., 2018; Ali, 2016) given that the effectiveness of employees training depends among others, on the factors influencing particular training to take place (Ali, 2016).

#### **4.3 Common Methods used in Training Employees by TANESCO**

In order to solicit data on this objective, the training methods and associated ways of imparting training to employees were identified and the items were constructed in the questionnaires requiring all 92 samples of employee to indicate the extent, which they considered the methods/ways were common in training employees of the company. The Likert scale with five points were used whereby 5 denoted 'Very common' and 1 which was the lowest denoted 'Very rare'. With this numerals assigned to the rates responses as the tags, the mean values were interpreted as follows: 5.0 – 4.5 = Very common, 4.4 - 3.5 = Common, 3.4 – 2.5= Moderate, 2.4 - 1.5 = Rare, 1.4 – 1.0 = Very rare.

The results revealed that on-the-job training method was common in training employees of the company. In this training method, job instruction, orientation and learning through interaction with fellows/colleagues were very common way of

imparting training to employees of the company (each with mean value = 4.7).

Coaching was common ways of imparting training to employees (mean value = 4.2).

Both job rotation and online learning aided by computers were rarely used in training employees as supported by mean values 2.4 and 2.1 respectively.

Off-the-job training method was moderately used by the company. In the circumstance of using this method, it seems that both conferences and seminars were moderately used by the company (mean values = 3.4 each). A summary of the results is shown by Table 4.3.

**Table 4.3: Common Methods used in Training Employees by TANESCO**

<b>Training methods</b>	<b>Ways of training employees</b>	<b>No. of responses</b>	<b>Sum scores</b>	<b>Mean values</b>
On -the- job training	Coaching	92	390	4.2
	Job rotation	92	222	2.4
	Job instruction	92	430	4.7
	Orientation	92	430	4.7
	Online learning aided by computers	92	190	2.1
	Learning through interaction with fellow/colleagues	92	433	4.7
Off-the-job training	Conferences	92	310	3.4
	Seminars	92	312	3.4

Source: Field data, 2019

Job instruction is the mostly used means of training that assures that employee can perform the job tasks correctly, safely, and consistently (Jain and Chhabra, 2002). This method is common to both new and inexperienced employees and existing employees provided that knowledge is required to operate or perform something new. This

method is useful for building knowledge and for retention of that knowledge (Gupta, 2009). Jib instruction seem to be very common in training employees of the company given the nature of their work, dealing with electrical devices which needs correctness, safety and consistency and hence, supervisors would be involved in giving job instructions to their employees.

Orientation training involves all activities of introducing the new employees to the organization and its policies, procedures, rules and regulations (Gupta, 2009). It provides new employee with the information they need to function such as computer password and office rules), ideally, though, it should also help new employees start getting emotionally attached to the organization (Dessler, 2013). It seems that induction was very common at TANESCO because every employee into the samples underwent induction after being recruited by the company.

Learning through interaction with fellow/colleagues refers to the natural learning process that involves sharing experience and knowledge transfer as the employees interact each other. It is most common when employees work in the teams and groups (Gupta, 2009). In the company under study like many other organizations in the modern world, employees were working in groups that were manifested by the presences of departments, units and sections comprising employees responsible for similar or related activities of the organizations. It seems that employees were provided opportunity of gaining experience and knowledge about their jobs as they interact with fellows/colleagues in the same group or even in the other group through natural interactions in workplaces.

Coaching involves having the more experienced employees coach the less experienced employees (McCourt and Eldridge 2003). This method would have been common given the changing nature of the jobs, new recruitment and adoption of new technology such as computerizing operations of the company which would require more experienced employees to coach the less experienced employees.

Job rotation which involves acquisition of skills needed by the job through internal movements from one job to another in the same workstations or different stations (Nassazi, 2013) was rarely used by the common. The same to online learning aided by computers which individual trainee gain new knowledge, skills or work experience through online searching and learning diverse issues related with his job/role (Dessler, 2013). This would have been constrained by shortage of computers among employees among other factors considering that core responsibilities of the company is technical and field operations that involves production, supply and maintenance electricity.

Both conferences and seminars are ways of training involving presentations by more than one person to wide audiences (trainees) who are supposed to leave their workplaces and job other organization or venues where conferences or seminar is ought to be conducted. The company was moderately sending employees to conferences and seminars. This would be caused by the cost associated with conferences and seminars such as leaving workplace, which is not given priority by employers if such training may be provided through on-the-job training method (Ngailo, 2019).

Some of the finding results were consistent while others were inconsistency with earlier study on the methods of employees training in Tanzania. For instance, Ngailo

(2019) research in the Tanzanian banks reported that the banks preferred using on-the-job training method and. coaching, job rotation, job instructions and orientation training were very common ways of training employees. In the current study, job rotation was rarely used by the company.

The probable cause of such difference would be nature of the businesses between two companies. The Banks preferred making job rotations for exposing employees on the range of activities of the Banks than the company under the study, which was responsible for engineering work, which need technical and mechanical operations.

Ngailo (2019) reported that when the Bank considered necessary for the on-the-job training conferences and seminars the most preferred ways of implementing this training method. This was the same to the results depicted by the current study whereby conferences and seminars were moderately used by the company.

#### **4.4 Effects of Employees Training in Employees' Work Efficiency at TANESCO**

In order to solicit data on this objective, three items relating with the effects of employees training were constructed in the questionnaires and all 92 respondents were required to indicate the extent which they agreed or disagreed with each item. The Likert scale with five points was used and 5 denoted strongly agree and the lowest which was 1 denoted strongly disagree.

The finding results indicated that majorities of employees (69.5%) agreed that attending training equipped them with knowledge, skills and abilities needed to meet deadline. Also, 57.6% of the samples of employees agreed that attending training

course exposed them into the new ways or best practices needed to accomplish their work timely. On the other hand, 44.5% respondents who disagreed that attending training course enabled them to provide services to the clients on time. This response rate was comparatively large than the percentage of those who agreed (30.5%).

The general implication of these results is that while all employees in the samples attended different courses, but the courses did not enhance their knowledge, skills and abilities to provide services to the clients in timely manner. A summary of these results are shown in Table 4.4. found in the next page of this dissertation.

The results supported a number of authors reporting that training tend to sharpen employees' knowledge, skills and abilities required to improve job performance (Nassazi, 2013; Akilandeswari, 2014; Enga, 2017; Siddika, 2017; Afroz, 2018; Ngailo, 2019).

As the current study used to measure improvement of job performance by employees basing on the efficiency which considers the job inputs such as knowledge and skills against meeting deadlines or delivering expected services in timely manner, training had effects in equipping employees of the company with knowledge, skills and abilities needed to meet deadline and exposing them into the new ways or best practices needed to accomplish their work timely.

The results in Table 4.4 supported the RBT which provides evidences that in order the company to get the best from employees as one of its resources, it should ensure that they are well managed. The management of employees by the company involved arranging and implementation of sorts of training courses which were seen to improve

efficiency of employees and the company in general particularly in meeting deadlines and accomplish the work timely.

**Table 4.4: Effects of Employees Training In Employees' Work Efficiency at TANESCO**

<b>1. Attending training has equipped me with knowledge, skills and abilities needed to meet deadlines</b>	<b>Frequency</b>	<b>Percent</b>
Strong agree	21	22.8
Agree	43	46.7
Not sure	15	16.3
Disagree	10	10.9
Strong disagree	3	3.3
<b>Total</b>	<b>92</b>	<b>100.0</b>
<b>2. Attending training course has exposed me on the new ways or best practices needed to accomplish my work on time</b>	<b>Frequency</b>	<b>Percent</b>
Strong agree	17	18.5
Agree	36	39.1
Not sure	17	18.5
Disagree	14	15.2
Strong disagree	8	8.7
<b>Total</b>	<b>92</b>	<b>100.0</b>
<b>3. Generally, attending training course would enable me to provide services to the clients in timely manner</b>	<b>Frequency</b>	<b>Percent</b>
Strong agree	4	4.3
Agree	24	26.2
Not sure	23	25.0
Disagree	34	36.9
Strong disagree	7	7.6
<b>Total</b>	<b>92</b>	<b>100.0</b>

Source: Field data, 2019



It was surprising however, seeing that training courses which employees of the company attended did not enable them to provide the services to the clients on time. This was contrary with the results demonstrated by Ngailo (2019) whereby training employees enabled general improvement in the provision of quality services to the customers of the banks. This observation would be caused by the facts that employees of the company would have been trained in other aspects such as technical operations directly linked with electrical supply and not on customer services. The contrary results would have been if employees of the company were to attend customer services courses.

#### **4.5 Chapter Summary**

This chapter was about presentation of the research finding results and their discussions. It is organized into four subheading namely, basic information of the respondents, the factors influencing employees training at TANESCO, common training methods used by TANESCO and effects of employees training in TANESCO. The briefly results presented in this chapter indicates that the planned factors such as desire to move into new technology or enter into new businesses seemed the most influential factors with response rate 84.7% followed by unplanned factors such as a preparing employees for replacement of the resigned, died or ill employee which has response rate 59.8% and the least were the anticipated factors such as expected retirement of jobholders and foreseeable change of technology which had response rate 47.8%.

Also, the on-the-job training method was common in training employees of the company. In this training method, job instruction and orientation were very common

way of imparting training to employees of the company (each with mean value = 4.7). Coaching was common ways of imparting training to employees (mean value = 4.2). Both job rotation and online leaning aided by computers were rarely used in imparting training to employees (mean values = 2.4 and 2.1 respectively). Off-the-job training method was moderately used by the company. In the circumstance of using this method, it seems that both conferences and seminars were moderately used by the company (mean values = 3.4 each).

Finally, the majorities of employees (69.5%) agreed that attending training equipped them with knowledge, skills and abilities needed to meet deadline. Also, 57.6% of the samples of employees agreed that attending training course exposed them into the new ways or best practices needed to accomplish their work timely. In the contrary, 44.5% respondents who disagreed that attending training course enabled them to provide services to the clients timely. This response rate was comparatively very large to the percentage of those who agreed (30.5%). The general implication of the results is that while all employees in the sampled attended different courses, but the courses did not guarantee enhancement of knowledge, skills and abilities to provide services to the clients timely.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Chapter Overview**

This chapter provides the summary of findings, conclusion and recommendations pertaining to employees training programme in improving work efficiency at Tanzania Electric Supply Company (TANESCO). The chapter is written with respect to the results on each research objective, the research gap and problem statement which guided the study.

#### **5.2 Summary of the Findings**

The study evaluated the employees training programme in improving work efficiency at TANESCO by involving 92 employees of the company who provided their opinions and experience on the factors influencing development of training programme for employees, common methods used in training employees and effect of training programme for employees in improving work efficiency by filling the closed ended questionnaire.

The finding revealed that employees training at TANESCO was influenced by three factors namely, planned factors, unplanned factors and anticipated factors and the planned factors such as desire to move into new technology or enter into new businesses were the most influential with response rate 84.7% followed by unplanned factors such as preparing employees for replacement of the resigned, died or ill employee with response rate 59.8% and the anticipated factors such as expected

retirement of jobholders and foreseeable change of technology with response rate 47.8%.

Also, the research finding revealed that on-the-job training method was common used in training employees of the company under study. In this training method, job instruction and orientation were very common way of imparting training to employees of the company with mean value of 4.7 followed by coaching was common ways of imparting training to employees with mean value of 4.2. Both job rotation and online learning aided by computers were rarely used (mean values of 2.4 and 2.1 respectively). The off-the-job training method; both conferences and seminars were moderately used by the company with mean values of 3.4 each.

Besides to that, the findings on the effect of employees training programme in improving work efficiency demonstrated that attending training programme equipped employees with knowledge, skills and abilities needed to meet deadlines in their works. Also, it exposed them into the new ways or best practices needed to accomplish their work timely.

### **5.3 Implication of the Results**

The implication of the results is that planned factors such as desire to move into new technology or enter into new businesses have been responsible for development of employees training programme. In order to realize potential of the training programme in improving employees work efficiency, on-the-job training methods such as job instruction and orientation were very common way of imparting training to employees of the company should be most considered that off-the-job training programme.

## **5.4 Conclusion**

### **5.4.1 Existence of Complaints among Clients on the Services Provided by TANESCO**

Training programmes have been developed and implemented by TANESCO as the means to facilitate employees to acquire knowledge, skills and abilities desired to improve work efficiency. Unfortunately, it been very common to hear messages of dissatisfaction among the receivers of the services of the company particularly, on poor record keeping, poor customer care and delays to response inquiries, complaints or letters. The results by this research explain this phenomenon as the result of training employees in many courses not related with customer services because employees of the company were found to attend at least one training course though 44.5% of them admitted that the training courses did not enable them to provide services to the clients timely.

### **5.4.2 Factors Influencing Training of Employees by TANESCO**

Prior to this study, the factors that influence employees training among organization seems not yet given attention by researchers. Extensive researches existed on the factors influencing training effectiveness among employees. Even the studies, which managed to categorize the factors influencing employees training, were based in banking sector which would not necessarily be appropriate to TANESCO.

The research finding results in covering the above research gap revealed that employees training at TANESCO was influenced by three factors namely, planned factors such as desire to move into new technology or enter into new businesses which

were the most influential and the least are unplanned factors such as a preparing employees for replacement of the resigned, died or ill employee and the anticipated factors such as expected retirement of jobholders and foreseeable change of technology.

#### **5.4.3 Common Methods used in Training Employees by TANESCO**

The empirical evidences existed indicating that the organization has many options regarding the method and the ways to train employees. Prior to this study, nothing was understood about the training methods used by TANESCO to train its employees. The research finding results revealed that on-the-job training method mainly job instruction and orientation were very common way of imparting training to employees of the company was common used in training employees of the company followed by coaching was common ways of imparting training to employees. The off-the-job training method such as conferences and seminars were moderately used by the company.

#### **5.4.4 Effects of Employees' Training in Employees' Work Efficiency at TANESCO**

The researcher encountered with the observations that prior to this research, researchers in this research areas concentrated on their own measure or indicator of performance. No evidence that they explained improvement of employees' efficiency as the results of training. However, in this researcher it revealed that attending training equipped employees with knowledge, skills and abilities needed to meet deadline and exposed them into the new ways or best practices needed to accomplish their work timely.

### **5.5 Recommendations**

In order the company to improve efficiency of employees specifically in the provision of the timely services to clients, training programmes should be devised seriously. This is to make the sense of the finding results which 48.9% of employees who attended more 6 to 10 training courses and 23.9% who attended 11 training courses and above who were still not able to provide the services to the clients timely.

This would be achieved by increasing training courses on customer services provided that TANESCO like many other service organization, its interactions with customers depends on direct contact between every employees and whoever come in search for services.

### **5.6 Limitation of the Study**

A major limitation of the study is relating with its design. While training employees is a common phenomenon among Tanzanian organizations, whether public or private, profit making or non, but evaluation of training programme in improving employees efficiency adopted case study design basing on one public organization, that is; TANESCO was purposefully selected. By adopting this design the study is capable for generalization among Tanzanians organizations rather than being specific to TANESCO.

### **5.7 Areas for Further Research**

The researcher recommends the coming researchers to evaluate training programme in improving employees' efficiency in other organizations in Tanzania. Also, in order to test whether or not the finding results of this study will be consistent over time, the coming researchers should use similar methodologies.

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## APPENDICES

### Appendix I: Questionnaires

My name is **Ngowi, Dominica F**, a student at the Open University of Tanzania (OUT) pursuing Master degree of Human Resources Management. I am conducting my research that aims *to evaluate the training programme in improving work efficiency*. I selected TANESCO Shinyanga and training department at Head Office to accomplish this research. This research is a part of my study and the information you give will be treated confidentially and for the academic purpose only. Therefore, I am requesting your voluntary participation by providing required information on the questions in this questionnaire.

**Thank you in advance**

### SECTION ONE

#### Basic information of the respondents

[Tick ( ) in the appropriate box]

---

1. What is your education level?

Secondary education	[...]
Technician certificate	[...]
Ordinary diploma	[...]
University Degree	[...]
Master's degree	[...]
PhD	[...]

2. For how long you have been working for the company?

Less than 6 months	[...]
6 months to 1 year	[...]
1 to 3 years	[...]
3 to 6 years	[...]
6 to 10 years	[...]
Above 10 years	[...]

3. What is the number of training (short/long) courses attended since employment with TANESCO?

None [...]
   
1-5 Courses [...]
   
6-10 Courses [...]
   
11 and above [...]

## SECTION TWO

### FACTORS INFLUENCING EMPLOYEES TRAINING AT TANESCO

Kindly indicate the extent which you agree or disagree with each item[Tick ( ) in the appropriate box]

Item No	Items	Strongly agree	Agree	Neither	Disagree	Strongly disagree
2.1	Planned factors such as desire to move into new technology, new businesses, etc.					
2.2	Unplanned factors such as a preparing employees for replacing resigned, died or ill employee.					
2.3	Anticipated factors such as expected retirement of jobholders, expected change of technology, etc.					

## SECTION THREE

### COMMON METHODS OF EMPLOYEES TRAINING AT TANESCO

Answer by indicating the extent of implementations of each of the following training method of employees training by ticking ( ) in the appropriate boxes whereby VC= Very common, C = Common, M=Moderate, R=Rare, VR= Very rare.

Training Methods	Techniques	VC	C	M	R	VR
<b>On-the-Job Training</b>	Coaching					
	Job rotation					
	Job instructions					
	Induction					
	online learning aided by computers					
	Learning through interaction with fellow/colleagues					
<b>Off-the-Job Training</b>	Conferences					
	Seminars					

**SECTION FOUR**  
**EFFECTS OF EMPLOYEES TRAINING IN EMPLOYEES' WORK**  
**EFFICIENCY AT TANESCO**

Kindly indicate the extent which you agree or disagree with each item[Tick ( ) in the appropriate box]

<b>Item No</b>	<b>Items</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Neither</b>	<b>Disagree</b>	<b>Strongly disagree</b>
4.1	Attending training course equipped me with knowledge, skills and abilities needed to meet deadlines					
4.2	Attending training course exposed me on the new ways or best practices needed to accomplish my work on time.					
4.3	Generally, attending training course enabled me to provide services to the client in timely manner					